



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **ICAW4214B Maintain ethical conduct**

**Release: 1**

## ICAW4214B Maintain ethical conduct

### Modification History

Not Applicable

### Unit Descriptor

|                        |  |
|------------------------|--|
| <b>Unit descriptor</b> | <p>This unit defines the competency required to maintain professional and ethical conduct when dealing with colleagues, clients and employers.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p> |
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### Application of the Unit

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| <b>Application of the unit</b> |  |
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### Licensing/Regulatory Information

Refer to Unit Descriptor

### Pre-Requisites

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|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
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## Employability Skills Information

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| <b>Employability skills</b> | This unit contains employability skills. |
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## Elements and Performance Criteria Pre-Content

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| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
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## Elements and Performance Criteria

| ELEMENT                                  | PERFORMANCE CRITERIA  |
|--|---|
| 1. Protect the interests of clients      | 1.1. Monitor continuity of computing services and information flow<br>1.2. Ensure the integrity and security of other information as required by organisational policies, <i>legislation and standards</i><br>1.3. Identify potential conflicts of interest and notify relevant parties of potential conflicts<br>1.4. Maintain confidentiality and proprietary rights of <i>client</i> interests                   |
| 2. Produce quality products and services | 2.1. Provide products and services that match the operational and financial needs of <i>clients</i><br>2.2. Ensure value for money in services and products produced for <i>clients</i><br>2.3. Maintain and work to industry and international <i>standards</i><br>2.4. Implement quality processes when developing products and maintaining service   |
| 3. Ensure correct representation         | 3.1. Present skills, knowledge and qualifications in a professional manner<br>3.2. Acknowledge services and products developed by self and others correctly<br>3.3. Provide unbiased and objective information to <i>clients</i><br>3.4. Provide realistic estimates for work   |
| 4. Produce code of ethics                | 4.1. Investigate and review industry <i>standards</i> , policies and legislations to understand the wider context of ethics<br>4.2. Create a code of ethics for the organisation based on that review<br>4.3. Disseminate and collect feedback from stakeholders<br>4.4. Integrate feedback as appropriate<br>4.5. Publish and promulgate the code of ethics to ensure all personnel and <i>clients</i> have access |
| 5. Maintain good work practices          | 5.1. Perform regular checks to ensure all personnel understand and are applying the code of ethics in the workplace<br>5.2. Establish a review and grievance procedure to enable confidential reporting of issues arising<br>5.3. Interview and regularly follow up with <i>clients</i> to  |

| ELEMENT | PERFORMANCE CRITERIA   |
|---------|--|
|         | <p>ensure they are receiving consistent and appropriate service</p> <p>5.4. Take action to ensure all personnel participate in regular performance reviews and skill updates</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- Application of standards and legislation to policy and procedure development and monitoring
- Professional development skills in relation to identifying personal skills requiring upgrading and updating
- Researching and identifying relevant courses, seminars or industry information to maintain currency

#### Required knowledge

- Australian Computer Society Code of Ethics ([www.acs.org.au](http://www.acs.org.au))
- Organisational requirements for customer service
- OH&S legislation
- Copyright and intellectual property legislation and principles
- Relevant privacy legislation and principles
- Access and equity legislation and principles

## Evidence Guide

| <b>EVIDENCE GUIDE</b>   |  |
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| <p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p> |  |
| <b>Overview of assessment</b>   |  |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>   | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>Assessment must confirm the ability of the person to conduct their work practices in an ethical and professional manner.</li> </ul> <p>To demonstrate competency in this unit the learner will require access to:</p> <ul style="list-style-type: none"> <li>Organisational policies</li> <li>Legislation and standards documentation</li> </ul> <p>Industry codes of practice</p>   |
| <b>Context of and specific resources for assessment</b>   | <p>The adoption and application of ethical principles of conduct is significant for the professionalisation of an occupational group such as IT professionals, because it is one of the external hallmarks testifying to the claim that the group recognises an obligation to clients and society in general that transcends mere economic self-interest.</p> <p>The operation and management of ethical conduct in business relationships is important because it provides a foundation for the establishment of on-going relationships between businesses.</p> <p>The demonstration of this competency requires breadth, depth and complexity of knowledge and competencies which would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.</p> <p>Assessment must ensure:</p> |

| <b>EVIDENCE GUIDE</b>                      |   |
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|  | <ul style="list-style-type: none"> <li>• Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills is important in this competency.</li> <li>• Applications may involve responsibility for, and limited organisation of, others.</li> </ul>  |
| <b>Method of assessment</b>                | <p>The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.</p> <ul style="list-style-type: none"> <li>• Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency.</li> <li>• Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.</li> </ul> |
| <b>Guidance information for assessment</b> | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended</p> <p>An individual demonstrating this competency would be</p>  |

**EVIDENCE GUIDE**

|  |   |
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|  | <p>able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts</li> <li>• Apply solutions to a defined range of unpredictable problems</li> <li>• Identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas</li> <li>• Identify, analyse and evaluate information from a variety of sources</li> <li>• Take responsibility for own outputs in relation to specified quality standards</li> <li>• Take limited responsibility for the quantity and quality of the output of others</li> <li>• Maintain knowledge of industry products and services</li> </ul> |
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**Range Statement****RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Legislation and standards*** may include:

- OH&S
- Industry codes of practice, such as the Australian Computer Society Code of Ethics
- OECD International Guidelines for Consumer Protection in E-commerce
- Access and equity
- Copyright laws
- Defamation laws
- Privacy legislation
- Intellectual property, confidentiality requirements
- Legal and regulatory policies affecting e-business

***Client*** may include but is not

- internal departments



| <b>RANGE STATEMENT</b>        |   |
|-------------------------------|---|
| limited to:                   | <ul style="list-style-type: none"> <li>• external organisations</li> <li>• individual people</li> <li>• colleagues</li> <li>• an employer</li> <li>• internal employees</li> </ul>  |
| <i>Standards</i> may include: | <ul style="list-style-type: none"> <li>• ISO/IEC/AS standards</li> <li>• organisational standards</li> <li>• project standards (for further information refer to the Standards Australia website at: <a href="http://www.standards.com.au">www.standards.com.au</a>)</li> </ul> |

### Unit Sector(s)

|             |           |
|-------------|-----------|
| Unit sector | Team Work |
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### Co-requisite units

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| Co-requisite units |  |
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### Competency field

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| Competency field |  |
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